

Discussion on the Application of Cultural Experience Teaching Method in Teaching Practice of Foreign-Related Nursing English

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Abstract. Chinese and western cultural differences in the medical market under the background of internationalization, more and more influence on the medical communication, nursing professional knowledge as well as has good ability to cross-cultural communication of international nursing talents competitive edges, foreign-related nursing English teaching building and feasible strategy for medical use raw for the cultivation of intercultural communicative competence is becoming more and more urgent, has a practical significance. Cultural experience teaching is helpful to improve students' comprehensive English ability and intercultural communication ability. Through the discussion of problems, the improvement measures are put forward, the cultural experience teaching is popularized, and the self-learning ability of students is improved.

Keywords: foreign-related nursing English; Intercultural communication skills; Cultural experience; skills.

1. Introduction

The theory of cultural experience was proposed by Moran in 2001, and its core is to provide students with various cultural experience training. In the teaching of foreign-related nursing English, it creates the nursing situation under the cultural background of English-speaking countries for students, participates in various nursing practice activities, reflects on the impact of cultural differences between China and the west on nursing practice, strengthens the cultural adaptability, and lays a solid humanistic foundation for the provision of holistic nursing. In April 2012, the teaching of nursing English in our experimental class adopted the cultural experience teaching method, and by April 2014, the application of the cultural experience teaching method had been two years. In this study, the final English test scores of students from the experimental class and the control class were compared horizontally, the test scores of cultural competences before and after the cultural experience teaching of the experimental class were compared vertically, and the data about the implementation of cultural experience teaching of students from the experimental class and 11 English teachers were statistically analyzed. Based on the above analysis, it is necessary to master the application of cultural experience teaching in nursing English teaching, summarize experience, find problems, propose improvement measures, promote cultural experience teaching and improve the quality of cultural teaching.

2. Objects and Methods

2.1 Subjects

The application of cultural experience teaching method in foreign nursing English teaching. The final English test scores of students from the experimental class and the control class are extracted. The test scores of cultural abilities before and after the cultural experience teaching in the experimental class were extracted. A questionnaire survey was conducted among 123 experimental class students and 11 English teachers about the application of cultural experience teaching.

2.2 Transverse Analysis

transverse analysis of the final English test scores of students in the experimental class and the control class. The experimental class adopted the cultural experience teaching method from September 2012, and the comparison class adopted the original teaching mode without introducing the cultural experience teaching method.

the design of the final exam is to design the final exam paper according to the English level examination of medical care (nursing), focusing on the students' ability to use English in practice. The test consists of five parts: listening comprehension, grammar and vocabulary, cloze, translation and writing.

the data processing papers were issued on January 19, 2014, and recovered on January 19, 2014.

The total number of effective samples of experimental class students was 65, and the test paper efficiency was 96.74%. The total number of effective samples of students in the control class was 64, and the test efficiency was 96.97%.

2.3 Longitudinal Analysis

longitudinal analysis objects students in the experimental class at the beginning of the semester have a culture test to record their scores. After a year and a half of cultural experience teaching, the students in the experimental class made a cultural examination paper with the same structure but focused on nursing culture and recorded their scores. Compare and analyze the scores of the two tests.

culture test paper design culture test paper consists of three parts: Chinese traditional culture knowledge, comparison between Chinese culture and western culture, and cultural sensitivity.

the data processing examination time is September 23, 2012 and January 17, 2014, respectively. The total number of valid samples of the two examination papers is 130, and the effective rate is 100%.

2.4 Questionnaire Survey

questionnaire survey on 1201 and 1202 students in the experimental class of cultural experience teaching, a total of 123 students; 11 English teachers participating in cultural experience teaching.

questionnaire design the questionnaire is designed from three dimensions: the cognitive status of the teaching of cultural experience (the understanding of the connotation and characteristics of the teaching of cultural experience). The cognition of teachers and students to the implementation of cultural experience teaching; Suggestions on cultural experience teaching.

data processing questionnaire was issued on February 13, 2014 and recovered on February 27, 2014. The total number of effective samples of students was 119, the questionnaire effective rate was 96.74%, the total number of effective samples of teachers was 11, and the questionnaire effective rate was 100%.

3. Results

3.1 Compare the English Level between the Experimental Class and the Control Class

After one and a half years of cultural experience teaching, both classes took the final exam of nursing English in January 2014. The results are as follows:

3.2 Longitudinal Comparison of English Cultural Competence in Experimental Classes before and After Cultural Experience Teaching

Before and after the cultural experience teaching, students in the experimental class made two cultural examination papers with the same structure and recorded their scores. Compare each dimension separately. The results are as follows:

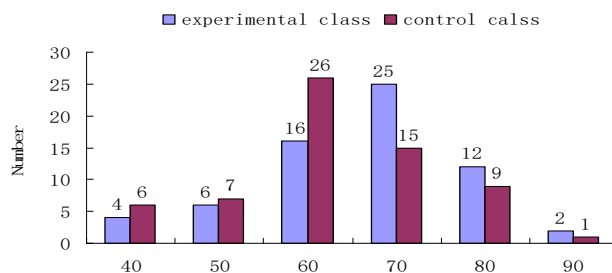


Figure 1. Comparison of English test scores between experimental class and control class after cultural experience teaching

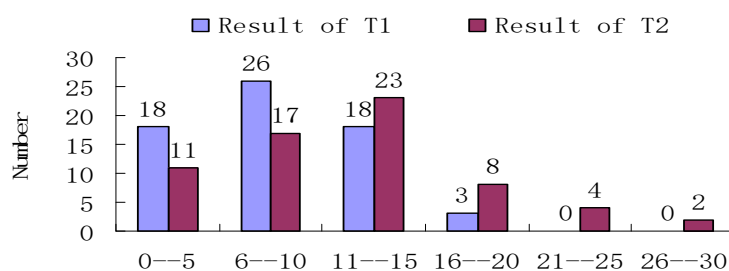


Figure 2. traditional Chinese cultural knowledge

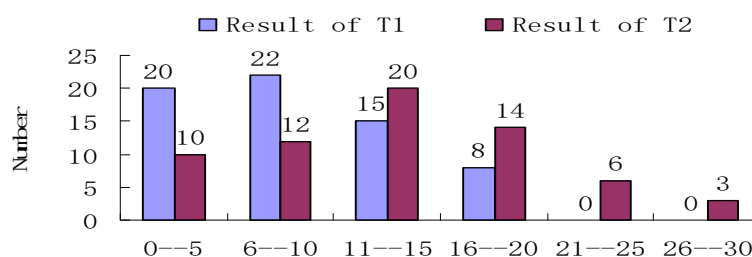


Figure 3. cultural differences between China and the west

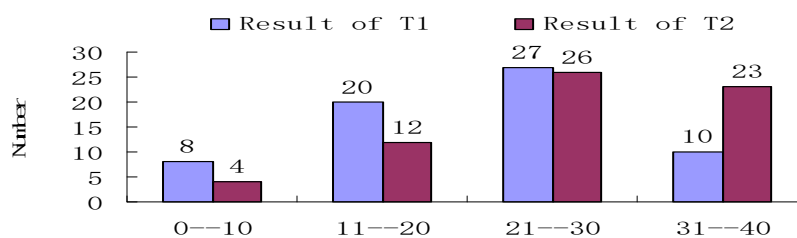


Figure 4. cultural sensitivity

3.3 Questionnaire Survey

3.3.1 Cognitive Status of Cultural Experience Teaching between Teachers and Students

The recognition degree of students on the characteristics of cultural experience teaching is western culture introduction (73.19%), local culture intervention (64.18%), Chinese and western culture comparison (57.43%), etc. The teachers most approve the comparison between Chinese and western culture, highlight the English expression of local culture in the process of comparison, and do not ignore the introduction of western culture.

The members of the research group set 5 teaching objectives: to help students master the relatively systematic knowledge of Chinese and western nursing culture, deepen the understanding of the knowledge of Chinese and western nursing culture, and enhance the cultural sensitivity of students. To enhance students' awareness of the differences between Chinese and western nursing culture. Focus offers students a "learning and doing" environment that applies cultural skills to nursing practice. Through the cultural experience teaching, enhance students' interest in English learning and improve their English scores. Through establishing cultural learning process folder, improve students' independent learning ability. [2]

3.3.2 Cognition of Teachers and Students on the Implementation Approach of Cultural Experience Teaching

How to implement the teaching method of cultural experience: visited to describe cultural information, adopted the explanation method and PPT presentation method; I analyzed the case and adopted the demonstration method and image display method. Participated in cultural experience activities and applied situational teaching method; To reflect the differences of nursing culture, discussion and self-study are adopted.

3.3.3 Suggestions of Teachers and Students on Cultural Experience Teaching

Suggestions for students on cultural experience teaching: aloe lightens the task of finding nursing cultural information twice a week, with 1-2 subjects each time (83.19%); When teaching western nursing work video, explain and explain, compare and summarize important information points (68.91%); At the same time, teachers should pay attention to explaining and reviewing basic language knowledge points such as grammar and vocabulary (47.06%). Volunteer for cultural experience activities, don't force or call at random (35.29%).

Suggestions of teachers on the teaching of cultural experience: care cultivates students' self-learning ability and encourages them to consult materials (90.91%); When calling plays video, compare and sum up important information points (81.82%). Cultivating students' ability to express nursing cultural differences (45.46%); The work improves the fun of cultural experience activities and encourages students to participate in cultural experience activities (36.37%).

4. Discussion

4.1 The Comprehensive English Ability and Intercultural Communication Ability of Students are Improved

The implementation of cultural experience teaching mobilizes students' enthusiasm for learning and recognizes the importance of learning English cultural knowledge. After a year and a half of culture experience teaching, students of the experimental class and the control class took the final exam of nursing English on January 19, 2014, and the result comparison showed that students of the experimental class had better performance than those of the control class.

Teachers create various language scenes, and abstract culture and language application are closely combined to enable students to immerse themselves in the practice to experience and feel, especially the communication rules and language habits different from Chinese culture, so as to draw inferences from one another and master them skillfully. The results of the second culture test were all higher than that of the first culture test. in nursing practice, we should pay attention to the cultural differences between China and the west, and consider the differences in speaking distance with patients, color arrangement of wards, facial expressions and gestures.

Improved students' English "speaking" skills. Among the 20 finalists in the 7th Hubei college of Chinese medicine English speech competition held in May 2013, 8 were from the experimental class, and one of them won the first prize certificate of honor.

4.2 The Purpose of Students' English Learning is Correct

Cultural experience teaching provides rich, real and vivid materials and environment for language learning. A large number of cultural materials enter the English classroom, which makes English learning interesting and motivated students. Through various cultural experience activities, it provides the context of simulation, creates the opportunity of "speaking" and enhances the confidence of students in "speaking". Students have a personal experience of the "applicability" of the English language. From the results of the questionnaire survey on cultural teaching purpose and implementation, the majority of teachers and students hold a positive attitude.

4.3 Teachers and Students Differ in their Cognition of Cultural Experience Teaching

The questionnaire survey and further discussion found that students' cognition of cultural experience teaching remained on the surface, believing that cultural experience teaching is mainly to supplement some cultural knowledge and provide opportunities to practice oral English. Teachers believe that the cultural experience teaching method is to improve students' comprehensive English application ability and realize effective intercultural communication. This shows that teachers and students have different cognition of cultural experience teaching. In view of this, to enhance students' understanding of the concept of cultural experience teaching. At the beginning of the semester, we held a lecture on culture teaching for nursing students. The lecture features text reports, interactive sessions and game Settings to improve student engagement. The teacher strengthens the case teaching control ability, strengthens the cultural teaching effect. Teachers should take an open attitude to explain cases, effectively organize and control classroom teaching, mobilize students' initiative and creativity, and participate in the discussion and analysis of cultural cases.

4.4 Cultivating Students' Autonomous Learning Ability and Reducing Learning Inertia

There is a contradiction between teachers and students' Suggestions on cultural teaching. Teachers encourage students to look up information independently and take an active part in cultural experience activities. Students want to reduce their workload and volunteer for activities. This reflects a common characteristic of the students in our school - inertia. Voluntary participation in cultural experience activities means that some students are reluctant to participate: on the one hand, it reflects the weak cultural ability, on the other hand, it reflects the lack of hard-working spirit of some students. Therefore, on the one hand, teachers are required to teach at different levels and set up different teaching tasks to help students build confidence in "learning well". On the other hand, the student affairs office strengthens the management and guidance to the students, cultivates the students' perseverance, and creates the campus environment with strong cultural atmosphere.

Cultural experience teaching is a new attempt of nursing English teaching in higher vocational colleges and the need to cultivate internationalized nursing talents. The analysis shows that the teaching of cultural experience has achieved good teaching results and there are some problems. In view of the problems, the author puts forward the solutions to pave the way for the promotion of cultural experience teaching in other majors of the school. However, due to the small sample size and short experiment time, the teaching effect needs to be further tested.

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